

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.



UNIVERSITY OF CAPE TOWN

**A Success Case Method Evaluation of a Management
Development Programme**

By

Taurai Getrude Zvavanjanja

(ZVVTAU001)

A dissertation submitted in partial fulfilment of the requirement for the
award of the Degree of Master of Commerce in Monitoring and
Programme Evaluation

Faculty of Commerce

University of Cape Town

2008

COMPULSORY DECLARATION

This work has not been previously submitted in whole or in part for the award of
any degree. This dissertation is my own work. Each contribution to, and quotation
in this thesis from the work(s) of other people has been contributed, and has
been cited and referenced.

DATE 17/11/08 SIGN..

Signed by candidate

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	5
ABSTRACT.....	6
CHAPTER 1.....	7
INTRODUCTION.....	7
INSTITUTIONAL HOME OF THE PROGRAMME.....	7
THE MANAGEMENT DEVELOPMENT PROGRAMME OF CHEC.....	9
THE OUTCOME OF THE PROGRAMME	10
INDICATORS FOR THE PROGRAMME OUTCOMES	12
ORGANISATIONAL PLAN OF THE PROGRAMME	14
SERVICE UTILIZATION PLAN	15
THE EVALUATION.....	16
RATIONAL FOR THE EVALUATION	17
SIGNIFICANCE OF AN EXTERNAL EVALUATION	18
EVALUATION QUESTIONS.....	19
SUMMARY	22
CHAPTER 2.....	23
THE EVALUATION METHOD.....	23
DESCRIPTION OF THE SUCCESS CASE METHOD.....	23
<i>The advantages of using the SCM.....</i>	<i>25</i>
<i>The disadvantages of using the SCM.....</i>	<i>26</i>
THE SCM AS APPLIED IN THE EVALUATION OF THE MANAGEMENT DEVELOPMENT PROGRAMME	26
DATA COLLECTION METHODS AND PROCEDURES	26
THE QUESTIONNAIRE PHASE OF THE EVALUATION	26
<i>The use of the electronic questionnaire</i>	<i>27</i>
<i>Advantages of using electronic questionnaires</i>	<i>27</i>
THE QUESTIONNAIRE	28
DESCRIPTION OF SURVEY RESPONDENTS	29
THE INTERVIEWING (QUALITATIVE) PHASE OF THE EVALUATION	31
<i>Advantages of using telephonic interviews</i>	<i>31</i>
<i>Disadvantages of using telephonic interviews.....</i>	<i>31</i>
CHAPTER 3.....	32
RESULTS AND FINDINGS.....	32
FINDINGS 1: QUANTITATIVE RESULTS.....	32
IDENTIFYING SUCCESS AND NON-SUCCESS CASE PARTICIPANTS.....	32
HAVE PARTICIPANTS APPLIED THE TRAINING?.....	34
<i>Personal leadership.....</i>	<i>34</i>
<i>Building teams.....</i>	<i>35</i>
<i>Goal setting and feedback.....</i>	<i>36</i>
<i>Project management.....</i>	<i>36</i>
<i>Managing diversity.....</i>	<i>37</i>
<i>Basic financial management</i>	<i>38</i>
<i>Effective communication.....</i>	<i>38</i>

WHICH TRAINING MODULES AND OR PARTS OF THE TRAINING HAVE WORKED BETTER THAN OTHERS?	39
<i>A comparison of the different modules achievement of results when applied</i>	<i>40</i>
FINDINGS 2: QUALITATIVE RESULTS.....	42
WHAT RESULTS WERE ACHIEVED?	43
<i>Effective communication.....</i>	<i>43</i>
<i>Personal leadership module.....</i>	<i>44</i>
<i>Building Teams</i>	<i>46</i>
<i>Goal setting and feedback.....</i>	<i>48</i>
WHICH MODULES HAVE YOU APPLIED THE MOST/LEAST?	49
OVERALL RESULTS ACHIEVED THROUGH THE APPLICATION OF THE MODULES.....	50
HAS TRAINING RESULTED IN A MORE PRODUCTIVE ORGANISATIONAL CLIMATE?	52
HAS TRAINING RESULTED IN BETTER MANAGEMENT?	53
HAS TRAINING RESULTING MORE EFFICIENCY AND EFFECTIVENESS AT THE UNIVERSITY?	54
SOCIAL OR ENVIRONMENTAL FACTORS ENHANCING APPLICATION OF TRAINING	55
BARRIERS THAT HINDERED THE SUCCESSFUL APPLICATION OF THE TRAINING	57
SUGGESTIONS MADE BY THE PARTICIPANTS	58
SUMMARY	59
CHAPTER FOUR.....	61
LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS	61
USEFULNESS OF THE SCM IN THIS EVALUATION.....	61
LIMITATIONS	61
LIMITATIONS OF THE EVALUATION	61
LIMITATIONS OF THE PROGRAMME	63
CONCLUSIONS	63
<i>Conclusions 1: What was implemented?.....</i>	<i>63</i>
<i>Conclusion 2: What results were achieved and what good did it do to the organisation?.....</i>	<i>64</i>
<i>Conclusion 3: What helped or what got it the way?</i>	<i>65</i>
<i>Conclusion 4: Barriers that hindered successful application of the training.....</i>	<i>65</i>
SUMMARY OF CONCLUSIONS	65
RECOMMENDATIONS.....	66
FROM THE PARTICIPANTS	66
FROM THE EVALUATOR	67
FOR FUTURE EVALUATIONS.....	67
REFERENCES	68
APPENDIX A.....	72
THE QUESTIONNAIRE.....	72

TABLE OF FIGURES

FIGURE 1. THE TRAINING LOGIC MODEL	11
FIGURE 2. ORGANISATIONAL PLAN FOR THE TRAINING PROGRAMME	15
FIGURE 3. SERVICE UTILIZATION PLAN FOR CHEC	16
FIGURE 4. THE SCM OF EVALUATION PROCESS (BRINKERHOFF, 2003)	24
FIGURE 5: THE FILL IN THE BUCKETS PROTOCOL.....	25
FIGURE 6: RANGE OF SCORES FOR THE PARTICIPANTS	33
FIGURE 7: PERSONAL LEADERSHIP.....	35
FIGURE 8: BUILDING TEAMS MODULE.....	35
FIGURE 9: GOAL SETTING AND FEEDBACK MODULE.....	36
FIGURE 10: PROJECT MANAGEMENT MODULE.....	37
FIGURE 11: MANAGING DIVERSITY MODULE.....	37
FIGURE 12: FINANCIAL MANAGEMENT MODULE.....	38
FIGURE 13: EFFECTIVE COMMUNICATION MODULE.....	39
FIGURE 14: ALL MODULES RESULTS	40
FIGURE 15: COMPARISON OF MODULES THAT MOST OR LEAST ACHIEVED RESULTS	41
FIGURE 16. MODULE RESULTS ACHIEVED OR NOT ACHIEVED.....	42
FIGURE 17. TRAINING A MORE PRODUCTIVE ORGANISATIONAL CLIMATE	52
FIGURE 18: TRAINING AND CHANGE IN ORGANISATIONAL MANAGEMENT.	53
FIGURE 19: TRAINING AND CHANGE IN UNIVERSITY EFFICIENCY AND EFFECTIVENESS.....	54

TABLE OF TABLES

TABLE 1	13
TABLE 2	30

ACKNOWLEDGEMENTS

This dissertation would not have been completed without the help of my supervisor Dr Anton Schlechter. Thank you very much for the knowledge, support and the corrections that you made. I would also like to thank all the lecturers of the Masters in Monitoring and Programme Evaluation programme. The programme monitoring and evaluation skills I gained were helpful in the completion of this evaluation.

I also would want to thank Joy Fish who is the main CHEC stakeholder that I was working with for the programme. You were very supportive throughout and provided help when needed.

Gratitude is expressed to family, friends and fiancée. Thank you!

ABSTRACT

This dissertation presents an outcome evaluation of a training programme provided to middle managers working in higher education institutions at four universities in the Western Cape. The Success Case Method was used to evaluate the training programme. An electronic questionnaire was sent to seventy five participants that attended the 2006 training to determine whether they could be classified as either a success (i.e. successfully applied the acquired knowledge and skills from the training programme) or a non-success case (i.e. did not successfully apply the knowledge and skills acquired from the training). Seventeen participants responded. Scores obtained on the survey were calculated. The five highest scoring (i.e. success cases) and three lowest scoring participants (i.e. non-success cases) were further interviewed so they could share their stories. Overall results of the training show that most of the participants have applied the training and achieved worthwhile results. There were a few exceptional cases in which the participants failed to apply the training. Environmental and social factors seemed to contribute to the successful application of the training.

CHAPTER 1

INTRODUCTION

This dissertation presents an outcome evaluation of one of the programmes offered by the Cape Higher Education Consortium (CHEC) known as Creating The Leading Edge, which targets middle managers working at the four universities in the Western Cape. The Success Case Method was used to evaluate the management development training programme. Chapter One describes the CHEC, the management development training programme that it offers to middle managers, the problem that this evaluation aims to address and the evaluation questions that will be answered. Chapter Two describes the method that was used to evaluate the training programme. Chapter Three presents the findings (results) of the evaluation and discusses these findings. Chapter Four provides limitations, concluding thoughts on the evaluation for future evaluations and an overall conclusion of the evaluation.

Institutional home of the programme

The CHEC was formed in 1993 by the councils of the Universities of Western Cape, Cape Town, Stellenbosch and the Cape Peninsula University of Technology. It was called the Western Cape Tertiary Institutions Trust at that stage (CHEC, 2001). When formed, the Western Cape Tertiary Institutions Trust's objective was to:

Facilitate and expand cooperation between the beneficiaries with regard to the sharing of infrastructure, such as libraries, information technologies, training of personnel as well as any other form of cooperation that may be beneficial to any of the parties (CHEC, 2001, p.1).

The main reason leading to the formation of the Western Cape Tertiary Institutions Trust was a need to promote quality higher education in the Western Cape, in a response to the historical realities (e.g. apartheid) and challenges faced by these institutions. The Western Cape Tertiary Institutions Trust also believed its influence to promote higher quality education would go beyond the Western Cape region (CHEC, 2001). Another reason leading to the formation of the CHEC was a need to share communication and resources among the four Western Cape universities (CHEC, 2001).

CHEC's vision is to:

Distinctively respond to regional, national and international developments in the knowledge economy of the 21st century, be sensitive to historical realities in promoting equity across its institutions and enhancing education which is cost effective and of high quality (CHEC online, 2008).

In an effort to respond to the national regional and international development of knowledge in the 21st century, the Cape Library Cooperative (CALICO) and Information Literacy (INFOLIT) projects have been implemented by the CHEC. CALICO provides education related information to users from the four universities when needed and in the expected format. INFOLIT is a project that provides skills to locate and make use of research and academic information.

Amongst the four higher education institutions, CHEC further offers a regional management development programme known as Creating The Leading Edge (CHEC, 2001). This regional management development programme, which will be referred to as the training programme throughout this dissertation is a programme in which middle managers are trained. They complete several modules which are meant to enhance their leadership and managerial skills. This training further aims to reduce the inequality of training provided to previously

disadvantaged middle managers at these higher education institutions (CHEC, 2001).

The management development programme of CHEC

CHEC, in 2002 identified the need to develop middle managers at the four Western Cape universities. Middle managers are defined by CHEC as: academic Heads of Department (HoD's), research group heads, heads of support staff and professional managers (CHEC, 2007). CHEC introduced the training programme with the belief that there was a lack of effective managerial knowledge and skills among middle managers. Hence CHEC hopes the training will enhance the level of effective management of the different institutions (CHEC, 2007). The long term objectives of the training are increased university effectiveness and a more productive organisational climate.

Middle managers receive training in the form of modules and the training is conducted during the last weekend of every month. Each module may last for two to three days (CHEC, 2007). CHEC in 2007 offered the managers the following seven modules CHEC (2007):

1. **Personal Leadership:** Aims to establish a solid foundation for any leader. It aims to make each leader personally effective. The module explores personal insight, personal positioning and personal planning.
2. **Building Teams:** Explores the key principles of group dynamics. These include roles, patterns in group behaviour, and the group as a system. Aims to develop knowledge on team development, building, sustaining a healthy teams, power and rank, managing diversity in teams and managing conflict in teams.
3. **Goal Setting and Feedback:** Managers learn to work on analyzing problems, setting work objectives, facilitating change, giving feedback and coaching.

4. **Project Management:** Introduces the managers to some key practical tools and develop competencies in the use of these tools. Specific phases of project management that are covered include: Justification, Planning, Activating, Control and the End result. This is normally referred to as JPACE system (CHEC, 2007).
5. **Building on Diversity:** Is designed in such a way that it increases awareness and appreciation of diversity in the complex, multicultural, multidisciplinary and multilingual environment.
6. **Basic Financial Management:** Provides managers with the basics of financial accounting, financial analysis and management accounting in order to apply these skills to the efficient financial management of a department, cost centre or faculty. The contents include understanding and identifying the components of a balance sheet, income statement and cash flow statement, financial analysis, understanding the difference between capital and revenue, budgeting, break even analysis and cost of capital, financial techniques and working capital management.
7. **Effective Communication:** The module focuses improving communication among middle managers both on an organisational and personal level.

The outcome of the programme

The training that is offered is expected to produce outcomes and an impact on the organisation (Brinkerhoff, 1998 as cited in Brown & Seidner (Eds); Rossi, Lipsey and Freeman, 2004). Outcomes are the described proximal changes in the individual which is the result of the training. Impact is the distal changes that the organisation expects to get after providing the training (Brinkerhoff, 1998 as cited in Brown & Seidner (Eds))

The training that is offered to middle managers aims to enhance their knowledge and skills of leadership and management so that they are better able to manage their departments/units. It is believed that if the middle managers apply the knowledge skills provided to them in the training, greater university effectiveness and a more productive organisational climate should result. This logic is illustrated in the logic model (see Figure 1).

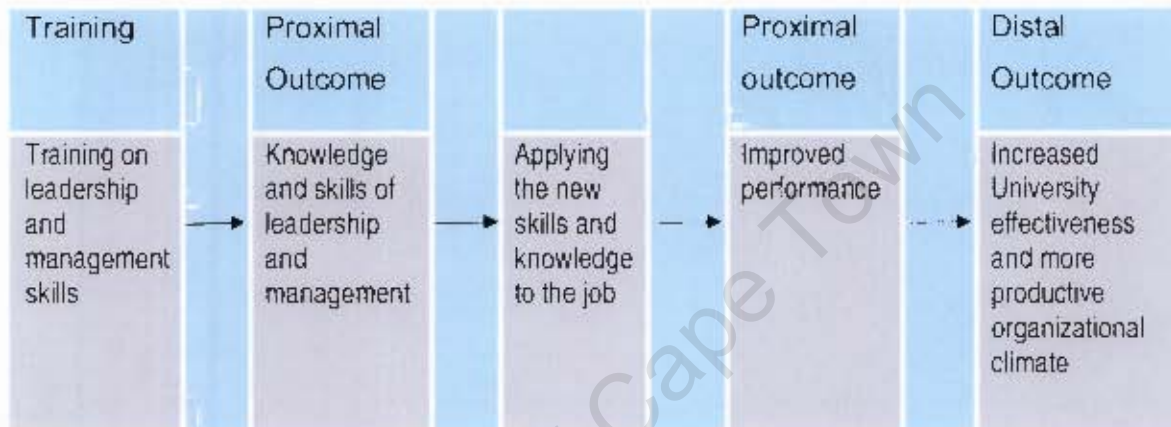


Figure 1. The training logic model

The above logic model shows the outcomes that the programme intends to bring about. Intended outcomes are the outcomes that the CHEC hopes the participants will have achieved after completing the training (Rossi et al., 2004). The immediate or proximal outcomes of the programme are the knowledge and skills gained on how to effectively manage their departments. The long term or distal outcomes of the programme is a more productive organisational climate the improved performance of the university. This may be referred to as the programme impact theory. On the other hand, in some instances the programme can produce unintended outcomes (Rossi et al., 2004). In other words these are the unexpected outcomes that were not thought or meant to follow from the programme. These can however not normally be planned for.

Referring to the logic model in Figure 1, the underlying assumption of the programme is that the logic of the programme will be followed i.e. participants will attend the training, gain the managerial knowledge and skills from the programme, apply them and achieve positive results (both on a unit and organisational level). However, there may be circumstances in which this procedure is not followed. A participant may get the training and not go on to apply the training that they got. Others will try it and not achieve worthwhile results. For this reason, indicators of programme outcomes need to be developed.

Indicators for the programme outcomes

For CHEC to know whether the intended outcomes have been achieved or not, indicators for each module were identified. An indicator is an actual measure that will show whether an intended outcome has been produced and the extent to which this happened (Shapiro, 1996). Indicators act as a guide to show whether the programme is working or it is not working. Table 1 shows the indicators that are used to measure whether the training programme was successful or not in achieving the intended outcomes. All information is from the CHEC pamphlet (CHEC, 2007).

Table 1

Indicator descriptions for the module outcomes

Module	Indicator description
Personal Leadership	<ul style="list-style-type: none">• Ability to make decisions and live with them• Ability to recognise the power that they have to influence decisions and processes• Clear vision, personal goals for development• Ability to see when there is need for change
Building Teams	<ul style="list-style-type: none">• Ability to determine stages of team development that the group is at and take appropriate action• Monitoring teams for their functioning• Ability to help the teams manage each other (i.e roles, conflict, diversity)
Goal Setting , Feedback and Coaching	<ul style="list-style-type: none">• Ability to set goals• Support and guide individuals for continuous improvement
Managing Higher Education Contexts	<ul style="list-style-type: none">• Ability to manage in high education contexts
Project Management	<ul style="list-style-type: none">• Ability to manage projects
Building on Diversity	<ul style="list-style-type: none">• Awareness and appreciation of multicultural and multidisciplinary and multilingual environments
Basic Financial Management	<ul style="list-style-type: none">• Ability to manage finances
Effective Communication	<ul style="list-style-type: none">• Understanding of organisational communication• Evaluating communication and presentations in the department

Organisational plan of the programme

CHEC is a major resource for the programme and is responsible for coordinating and providing the training to the middle managers from the four universities. CHEC is also responsible for marketing the programme to the different universities. This is done through the distribution of pamphlets to the different university departments, which are then handed over to middle managers who will then decide either to attend the programme or not. The universities are another major resource for the CHEC programme.

A subject matter expert or consultant facilitates the management development training and is usually sourced from one of the universities. If a suitable person cannot be found within one of the institutions, the necessary expertise may be outsourced. Some modules may be coordinated by one or two experts or consultants. The training may be conducted at any of the four universities depending on where an appropriate venue is available.

The major stakeholders consist of the four Human Resources directors from the different universities and a project team. For this evaluation, the evaluator worked closely with one of the stakeholders who is part of the project team.

CHEC is able to provide the training programme with contributions from the four different universities. This is also enhanced by a fee paid by the participants attending the training programme. The support acquired from the universities and the payments from the individuals cater for the programmes needs, as well as paying the facilitators. A diagrammatic illustration of the organisational plan is presented in Figure 2.

Figure 2 shows the important resources that need to be in place in order for the training to be a success. These include: the venue, coordinators, catering arrangements and remunerating the trainer.

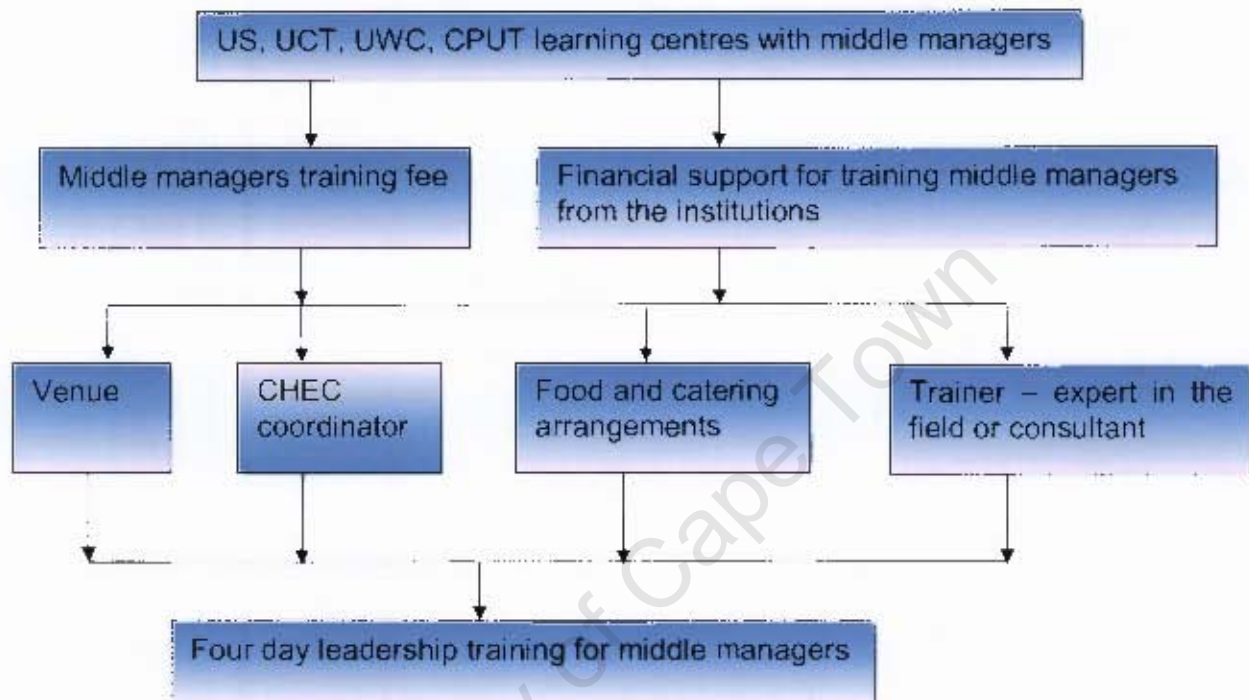


Figure 2. Organisational plan for the training programme.

Service utilization plan

The Service Utilisation Plan illustrated in Figure 3 (see below) shows how CHEC expects to reach the target population. The service utilisation plan shows the sequence of service contracts and how relationships are concluded when they no longer exist. The marketing pamphlets are distributed to departments, at the four institutions. Middle managers interested in the training apply to attend the training. CHEC then captures the information and confirms all the arrangements for attending the training.

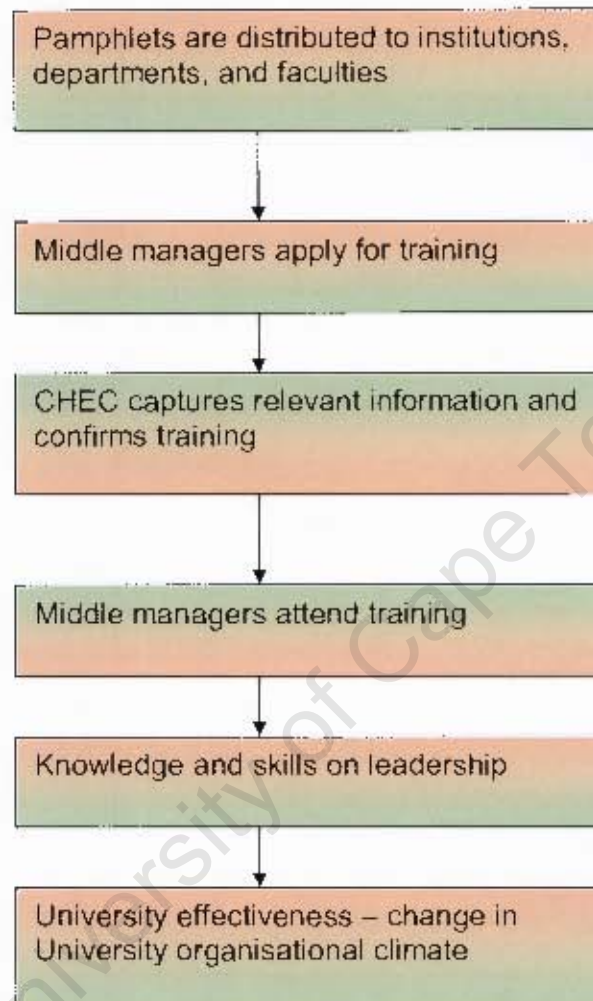


Figure 3. Service utilization plan for CHEC

The evaluation

This dissertation is an outcome evaluation of the management development programme provided to middle managers in 2006. An analysis conducted by CHEC of the evaluation forms completed by the middle managers just after the training reveals that to a large extent, participants found it useful. However, there has not been any documented formal investigation of the actual outcomes of the

training itself. It is assumed by the stakeholders that the middle managers are actually applying the training concepts in their departments, but there is currently no evidence to support this belief. This evaluation therefore seeks to address this gap. In particular, it seeks to establish if at all the training offered to the middle managers has actually been applied by participants, and the successfulness of the application thereof. On another note, the evaluation seeks to find out if at all there are some middle managers who have not applied this training to their departments and the reasons for failure to do so. Insight into the reasons why participants have not implemented what they were taught will possibly allow stakeholders to address these factors proactively.

This evaluation will go a long way towards clarifying the value of the training programme. This dissertation will highlight the successful and non-successful application of the training by the middle managers. This type of evaluation is referred to as an outcome evaluation. As defined by Rossi et al. (2004) outcomes are the observed changes in the target population that occurs as a result of the training.

This evaluation will challenge the unfounded assumption that the training programme is successful. It is very possible that while the stakeholders may think that the training is successful, the middle managers find it irrelevant. Another possibility is that managers may be facing challenges in applying the training in their respective departments, hence the need to verify the extent to which the training is being applied.

Rational for the evaluation

The evaluation is very important for CHEC because it allows them to know whether they have managed to meet their objectives. "...surely no one would want to be involved in training and would not want to know if they are achieving worthwhile results..." (Shapiro, 1996, p. 26). CHEC would also want to know

whether they have achieved the "...hoped for impact they intended to have on the middle managers..." (Shapiro, 1996, p. 26).

According to CHEC the information that is gathered from this evaluation will not only show where CHEC is at the moment in terms of achieving its objectives, but will also inform future decisions. This means that if a module that was offered has brought about change among the middle managers, then no changes will be made with regards to the module. However, if a module did not bring about the relevant change that was needed, CHEC will have to make changes. In other words, the information provided should influence the decisions that will be made with regards to the programme (Brinkerhoff 1998 cited in Robinson & Robinson Eds).

Knowing what aspects of the programme are working and what is not will give CHEC the knowledge of where it needs to channel more resources (Shapiro, 1996). For example if the participants state that they were not able to apply the training because they had fewer people that provided them with the continuous assistance that they needed, CHEC will know that it will need to budget for support that the participants need.

CHEC is concerned with the fact that more people attend certain modules in comparison to others, yet the assumption is that all modules should be attended and are of equal importance. The turnout of participants to the programme is also very low. The information that is gathered from this evaluation may influence the structure of the module so that it better suits the needs of the middle managers. This is hoped to lead to greater participation by the middle managers of the four institutions.

Significance of an external evaluation

Although CHEC may have the ability to conduct the evaluation themselves, an external evaluator was requested to carry out this evaluation. According to the

stakeholders, the evaluation is likely to be more objective as the external evaluator is distanced from the work, as compared to the internal evaluator (Shapiro, 1996).

Also the stakeholders felt that getting in touch with the external evaluator who had more experience in the field would be helpful as this evaluator would possibly have more evaluation skills than the internal evaluator. The stakeholders also stated that participants are usually more willing to speak to an external person than an insider in the evaluation process, as they feel that the external person is not directly involved in the programme and they are more likely to be honest. This may not be the case with an internal evaluation. The results that are gathered from an external evaluation is usually more credible in comparison to that which is gathered from an internal evaluation (Shapiro, 1996).

The evaluator is cautious, however, to the fact that the understanding that the external evaluator will have of the culture and the context of the organisation may be different from that of the internal evaluator. This may be accounted for by the fact that the internal evaluator has been in the environment longer than the external evaluator. Stakeholders may also find it difficult to give the external evaluator some organisational information as they feel that the use of an external evaluator threatens their security of their job and what they are doing. Over and above these possible shortcomings, the use of an external evaluator still seems more advantageous in this evaluation.

Evaluation questions

"If you don't know where you are going any road will take you there" (Carroll, 1865 in Kusek & Rist). Therefore, it is important for an evaluation to be done so that the organisation knows where it is heading to and what outcomes they hope to achieve because of this programme.

In Chapter two the Success Case Method (SCM) of evaluation will be elaborated on further. Using the SCM, this evaluation seeks to address the following questions from the success and non-success cases:

Success Case Interview questions

- **What was implemented? (Application)**

In this question the aim is to investigate which aspects of the training were implemented by the participants. The objective will therefore be to find out what parts of the training were applied by the participants once they completed the training. In relation to what the participants learnt, the evaluator would want to know the exact aspects of the training that have been used by the participants and those that have not. A general usage of the training by the participants will also be examined. The methods that the participants have used to get results when using this training will also be elaborated on.

The sub - questions that will be investigated are:

- ❖ Did you apply the anything that you got from the management development workshop?
- ❖ Which of the modules have you applied successfully?
- ❖ What have you applied so far from what you learnt in the training?
 - ✓ How?
 - ✓ When?
 - ✓ Where?
 - ✓ With whom?
 - ✓ Under what conditions?
- ❖ Which sections of the training did you use more than others?

- **What results were achieved? (Outcomes)**

For those participants that have applied the training, the question that will be investigated is what significant results has the training achieved. These results could be positive or negative. This may mean for example that after a participant applied the training in such a way that the performance has increased or a more

productive climate was established. The question will assess whether the intended outcomes of the programme were achieved or not.

The sub- questions that will be investigated are:

- ❖ Are there any significant results that you have achieved as a result of applying what you learnt from the training?
- ❖ How did you know of the results?
- ❖ What changed?
- ❖ What feedback did you get?
- ❖ Can we get evidence of this feedback?

- **What good did this do for the organisation? (Value)**

This will examine the value that was obtained by the organisation as result of the training. The participants will have to respond to the benefits that they think their organisation/department got as a result of the training.

- **What helped and what got in the way? (Obstacles)**

According to Brinkerhoff (2006), 80% of training impact is determined by performance system factors. This question will look into the environmental, social geographical factors that enhanced or hindered the successful application of the training. Participants may have used other tools to enable the successful application of the training.

The sub- questions that will be investigated are:

- ❖ What environmental, social or additional tools enabled the effective application of the training?
- ❖ Are there any priorities that you took to enable the effective application of the training?
- ❖ What are the challenges that came in your way?
- ❖ How did you deal with these?

- **Suggestions**

The participant interviewed will have to suggest changes that they feel are necessary to the programme.

The sub- question that will be investigated is:

- ❖ Do you have any suggestions for further improving the programme?

Participants that have not been able to apply the training will also be interviewed to look into why this has been the case.

Non-success case interview questions

- **What barriers got in the way? (Obstacles)**

This question aims to investigate what went wrong and what got in the way resulting in the training not being applied. Participants will be asked to explain why the training did not work for them or why they found it hard to implement what they had learnt.

- **Suggestions**

The sub- question that will be investigated is:

- ❖ Do you have any suggestions for further improving the programme?

Participants that did not apply the training will be asked to make suggestions related to the improvement of the training programme.

Summary

This chapter has described CHEC and elaborated on the training programme. The problem statement, significance of evaluation and evaluation questions were elaborated on. All the questions that are asked above for this evaluation are grounded in the Success Case Method of evaluation by Brinkerhoff (2003). This method of evaluation i.e. the SCM will be elaborated on in the chapter that follows.

CHAPTER 2

THE EVALUATION METHOD

As mentioned in the previous chapter, the Success Case Method (SCM) was used to evaluate the outcomes of the training programme. This chapter describes the SCM as well as the advantages and disadvantages thereof. The SCM method entails two phases of gathering information: (i) a questionnaire which determines whether an individual is a success or a non-success case and (ii) interviews of the success and non success cases. This evaluation was conducted from August 2007 to March 2008.

Description of the Success Case Method

It is common that even after training the impact of the training will vary depending on the participant or organisation (Brinkerhoff, 2006). One participant or organisation may have an organisational climate or effectiveness impact of five percent (5%), yet the other may have an impact of eighty percent (80%) after the training. Evaluating the training will help measure the impact of the programme. According to Brinkerhoff (2003) the impact of the training depends on the way that the company makes use of the training. To be more specific, this depends on the way that the company organises, plans and implements the programme. The after training support and follow up also influences the value that the training will have on the participants (Brinkerhoff, 2006). These impact questions form the SCM of evaluation, by Brinkerhoff (2003).

The SCM aims to investigate the successful or non-successful application of an intervention. With reference to the CHEC training programme, the SCM investigates who went on to apply the knowledge and skills acquired from the training through the use of a questionnaire (Brinkerhoff, 2003). Quantitative data is collated from the questionnaire. A total score is calculated for each participant and arranged in numerical order. Participants that scored highest are labelled success cases and those that scored the lowest are labelled non-success cases.

Both the top and bottom scorers are selected for interviewing. The number of people that are interviewed depends on the amount of information the evaluator needs to generate. Brinkerhoff (2003) suggests that more interviews should be conducted as this will enable the evaluator to choose the best interviews to present. Face to face or telephonic interviews may be conducted with the participants to share their stories of successful application of the training (Brinkerhoff, 2003). A diagrammatic illustration of the SCM is presented in Figure 4 below.

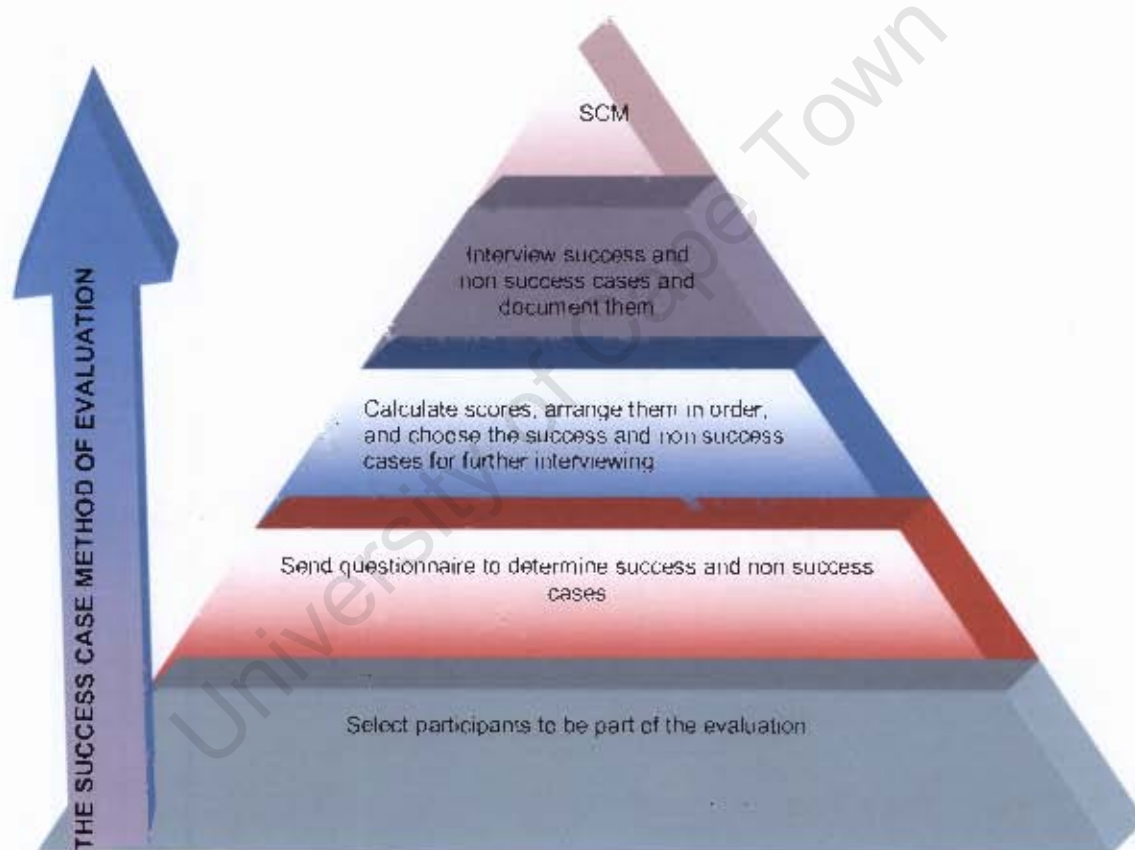


Figure 4. The SCM of evaluation process (Brinkerhoff, 2003)

Participants respond to the questions asked using the "...fill in the buckets protocol..." (Brinkerhoff, 2003, p.141) (see Figure 5). Fill in the buckets protocol simply means that each bucket needs to be filled with the relevant information.

Success case interview questions



Non success case interview questions



Figure 5: The fill in the buckets protocol

The advantages of using the SCM

The SCM was chosen because it provides quick and easy discovery of what is working and what is not working (Brinkerhoff, 2003). Through the initial questionnaire that is sent to the participants, the evaluator may immediately ascertain what is working and what is not working. As a result, less cost may be incurred on irrelevant information (Brinkerhoff, 2003).

Through the use of stories, the SCM provides evidence that is hard to argue against (Brinkerhoff, 2003). Information that is provided by the participants will help identify best practice and may increase the knowledge base for the organisation's future professional development. Through the shared success case stories, the SCM provides models and examples that can be used as a guide and motivate others. It provides specific examples of what can make the intervention work (Brinkerhoff, 2003).

The use of stories has "...deep emotion and command[s] attention..." (Brinkerhoff, 2003, p.15). Because the method considers both the positives and negatives of the evaluation bias that may be attached to findings is reduced (Brinkerhoff, 2003).

The SCM provides evidence that can be proven. The questions that the participants are asked allow for verification of information as they are asked to explain the procedures of training application (Brinkerhoff, 2003). The SCM is very practical because the first part seeks to look for the right stories to be included whilst the second part includes the backing up of these stories with evidence (Brinkerhoff, 2003).

The disadvantages of using the SCM

The fact that the SCM looks at a few cases only and uses convenience sampling to generate information may result in the population not being adequately represented (Brinkerhoff, 2003).

The SCM does not look at the average score of the participants to find out the overall effect of the programme yet stakeholders may need this information for future use (Brinkerhoff, 2003). Having assessed the strengths and weaknesses of the SCM, it seemed to be the best method for an evaluation of this nature.

The SCM as applied in the evaluation of the management development programme

Data collection methods and procedures

The questionnaire phase of the evaluation

An electronic questionnaire was developed for the first phase of the SCM to identify success and non-success cases. The online questionnaire was sent and

received from the participants electronically and was administered using the Sample Survey ASP software package.

The use of the electronic questionnaire

Electronic mails are convenient, as it was easy to collect the information and is cheaper to use than posted mail. The questionnaire provided data for the evaluator that can be used for data analysis. It was also easier and convenient for the participants to respond electronically. Brinkerhoff (2003) mentions that electronically administered surveys are simple and faster to complete.

Advantages of using electronic questionnaires

An electronic questionnaire was the most appropriate way to determine the success or non-success cases as it can be objectively scored (Babbie & Mouton, 2003). The questionnaire was pre-coded (with codes analysing data) making it easy for the evaluator to determine whether the participant qualifies to be a success or a non success case.

An electronic questionnaire was the most appropriate method for data collection as this takes less time to administer (Babbie & Mouton, 2003). This is also made possible by the fact that this was administered electronically. Electronic administration is quicker and convenient to both the evaluator and the participant as there is not much movement between the two and there is no need for physical appointments and contacts. Low costs are incurred in the use of the electronic questionnaire as no postal, travel, venue or food costs incurred.

With the questionnaire, there is less pressure on the participants to fill in the information. Due to the nature of electronic questionnaires one does not find any missing data.

Validity of the questionnaire

All questions that the participants were asked related to the modules that they attended. The participants were not expected to fill in information on modules that they had not been involved. Hence the questionnaire was content valid (Blanche & Durrheim, 1999). The questionnaire presents information which shows that it does measure what it supposed to measure, hence face validity is presumed.

Limitations of using questionnaires

A questionnaire has a set structure and respondents have to choose a response from the information provided. Participants that may have different responses to the options available and may find this a hindrance.

Another limitation with the use of the questionnaire is that there is no contact with the respondents so the evaluator is not able to read the response of the participant. Reactions may contribute to the research information yet this is not possible when a questionnaire is used.

The evaluator went on to use a questionnaire even with the knowledge of the possible limitations. This is because it provided the necessary information for the first phase of the SCM.

The questionnaire

The participants had to fill in the demographic section, and section A and B which asked questions relating to the application of the training and results that were achieved as a result respectively. Put simply, Section A and B contained questions that would determine whether a participant is a success or non-success case and the demographic section provided personal characteristics of the participant. Section A had questions that related to the application of the

different modules, while section B had questions relating to impact of the training upon application. A full questionnaire is attached as an annexure (see Appendix A).

The data obtained from the questionnaire was captured into SPSS (Statistical Package for Social Sciences) and total scores for each participant were calculated. Participants with the highest scores as well as those with the lowest scores were contacted for further interviewing.

Description of survey respondents

A total of seventy five participants attended the Creating The Leading Edge programme for middle manager in 2006. A request to complete the online questionnaire was sent to all attendees. Brinkerhoff (2003) suggests that the SCM be used for participants who were on the training not more than 12 months ago. For this reason only the 2006 participants were targeted. Another suggestion that Brinkerhoff makes is that about one hundred people should be contacted in the initial survey. For this evaluation, only 75 middle managers attended the training programme, hence the reason that all of them to be included.

Seventeen people completed the questionnaire. There was therefore a 23% response rate after the first phase. This is rather low. Follow up requests were sent out to try and increase the response rate and the response rate did not change. The demographics of the participants are summarised in Table 2.

Table 2

Respondents' biographical details

Variables	Categories	Frequency	Percentage (%) out of total
RACE	White	6	35%
	Coloured	8	47%
	Indian	1	6%
	Not stated	2	12%
	Total	17	100%
POSITION	HOD	6	35%
	Admin Officer	1	6%
	Student counsellor	1	6%
	Manager	5	29%
	Chairman	1	6%
	Other	3	18%
	Total	17	100%
GENDER	female	9	53%
	male	8	47%
	Total	17	100%
NUMBER OF YEARS IN POSITION	0 – 5	9	53%
	6 – 10	5	29%
	11 – 15	1	6%
	15 – 20	2	12%
	Total	17	100%

Most of the participants that responded to the questionnaire were Coloured. The second race group that was dominant was Whites. In terms of their position in the organisation, most of the participants were HOD's and managers. The

¹ Includes – foreman, librarian, senior debtor

number of males and females was almost similar. Most of the participants that responded had spent between zero and ten years in their current position.

The interviewing (qualitative) phase of the evaluation

Successful and non successful participants were interviewed to document their stories of applying the training.

The participants that successfully applied the training (referred to as high success cases) and those that did not successfully apply the training (referred to as low success cases) were telephonically interviewed using questions that were further elaborated on in Chapter One.

Advantages of using telephonic interviews

The advantage of using telephonic interviews is that they are convenient as the interviewer does not need to meet with face to face with the interviewee. They are also economical as there are no travel costs incurred (Brinkerhoff, 2003). Telephonic interviews are further believed to be as productive and as accurate as face to face interviews (Brinkerhoff, 2003). Interview allow for probing when information mentioned is not clear. This means information is clarified during the interview (Holcomb, 1998).

Disadvantages of using telephonic interviews

Since the evaluator does not see the participant, the evaluator cannot observe the reactions of the participant. Reactions of the participants may be valuable as they may show feelings that may be relevant for the evaluation.

Telephonic interviews were chosen for the advantages that they have. Most participants were also readily available for the telephonic interviews when contacted.

CHAPTER 3

RESULTS AND FINDINGS

This chapter presents and discusses the findings drawn from an outcome evaluation of the Creating The Leading Edge training programme. Data was gathered in two phases using components of the Success Case Method (SCM). Quantitative data was gathered in the first phase using an online questionnaire and in the second phase qualitative data was collected using interviews. The findings from the Quantitative and qualitative analysis of the questionnaire and interviews are presented below.

Findings 1: Quantitative results

Of the 75 participants that attended the training programme in 2006, only seventeen completed the questionnaire. This represents a 23% response rate which is poor and was unexpected. The following explanations for the low response rate were provided:

- Participants may have changed jobs after the training.
- The contact details of the participants were possibly not accurately captured at the training.
- Some of the participants choose not to be part of the evaluation.

Connell et. al. (2004) also conducted a similar study and obtained a similarly poor response rate. They found that changing roles on the part of the individual and move to other organisations resulted in the poor response rate. Contact data may also have been captured incorrectly as some of the emails were returned because the addresses did not exist.

Identifying success and non-success case participants

To identify the participants that would qualify as success and non-success cases, each participant's scores for all modules attended was added up and a mean

score calculated. The overall mean score of the participants across all modules was 4.32 on a five point scale ($SD = 0.42$).

The results were then split into four groups and the 17 participants were classified into a range depending on their mean score (see Figure 6). The cut offs were identified as one standard deviation above and below the mean. These cut offs created the four categories illustrated in Figure 6.

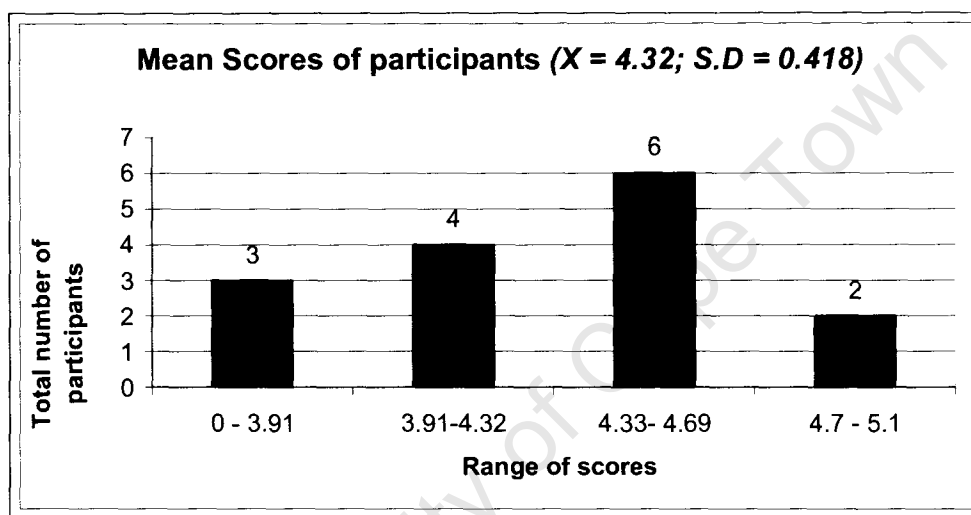


Figure 6: Range of scores for the participants

A total of eight participants (i.e. three non-success and five success cases) were selected for further interviewing as success and non-success case stories. To select the participants to be interviewed, the three participants that were in the very low scoring category were selected. These were the participants that were in the range of 0 – 3.9, which is below one standard deviation from the mean and were classified as non-success cases. Success case participants were the two participants in the very high range of 4.7 – 5.1 (i.e. above 1 standard deviation from the mean) and three highest scoring participants in the range of 4.33 – 4.69. These five people were interviewed as success cases.

A t - test was done to compare whether there was significant difference between the five success and three non-success cases mean scores. The ($t = 0.325$, $p < 0.05$) was found to be significant. Put simply there was a significant difference in the mean scores of the participants that had applied the training (i.e. success cases) and those that had not applied the training (i.e. non-success cases).

Have participants applied the training?

Each module was analysed in order to gather information on the category of responses that the participants classified themselves. The results are presented in the section that follows. Overall the results show that most of the participants have applied the training. Brinkerhoff (2006) mentions that many estimates have found that only 15% of individuals that receive training “will use it in ways that will produce valuable performance results” (p.303)

Personal leadership

Most of the participants (84%) have applied the knowledge and skills that they acquired from the personal leadership module. Of these, 76% achieved results after applying the training. One person (8%) mentioned that they did not have plans to do this and another (8%) had not applied the training but expected to. Another one person (8%) had applied the training yet they had not experienced any discernible results (see Figure 7). Four of the respondents had not done the module.

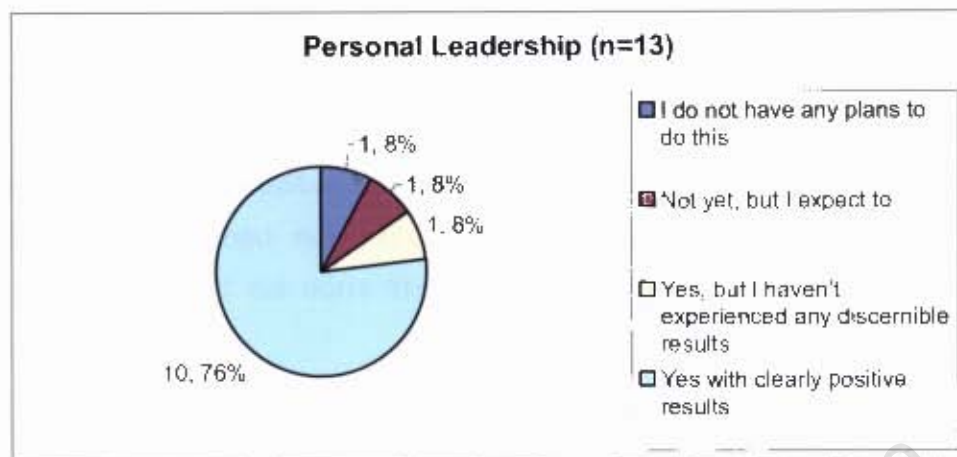


Figure 7: Personal leadership

Building teams

Six people indicated that they have not done this module. Eleven participants that had done the module had applied the knowledge and skills and had gathered from the training. Of the 11, 73% (8) of the participants mentioned that they had gathered clearly positive results. Only 27% (3) of these mentioned that they had not experienced any discernible results yet even though they had applied what they learnt (see Figure 8).

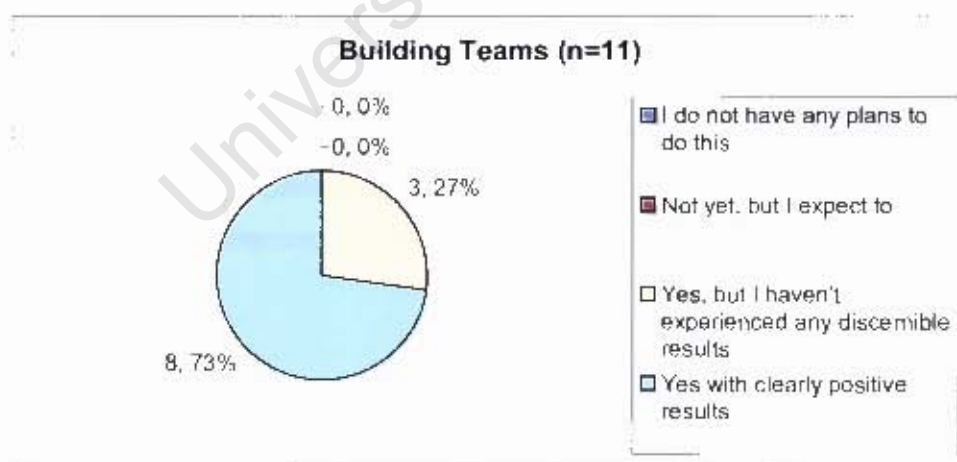


Figure 8: Building teams module

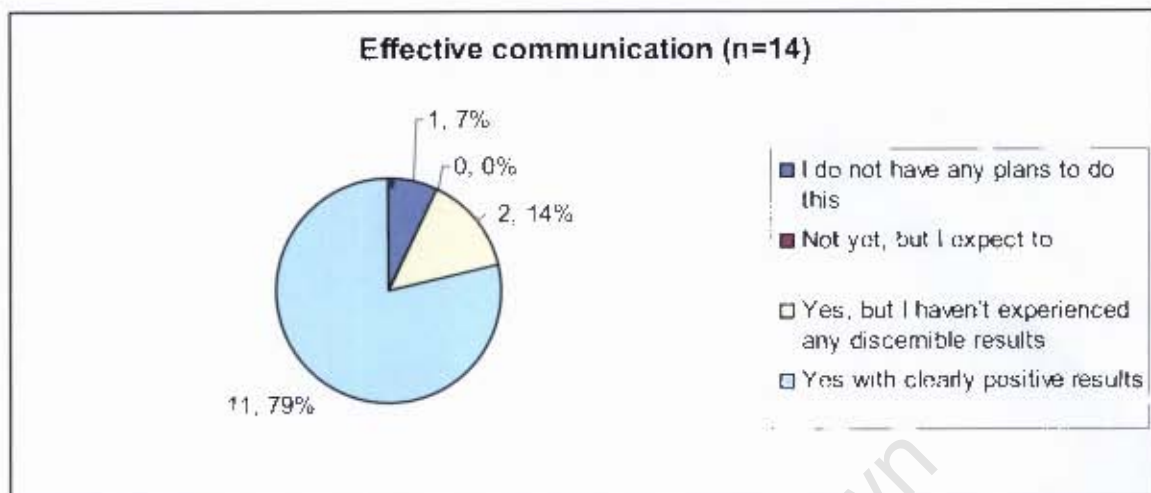


Figure 13: Effective communication module

Which training modules and or parts of the training have worked better than others?

The evaluator combined the results relating to two of the responses which related to the application of the training (i.e. "...Yes, with clearly positive results..." and "...Yes, but I haven't experienced discernible results..."). These were combined and compared. All of the modules that the participants have attended were applied to some extent. Overall results show that above half of the people that attended the training went on to apply the training that they received on all the modules. Over 50% of the participants that attended the training mentioned that they had further achieved worthwhile results (see Figure 14).

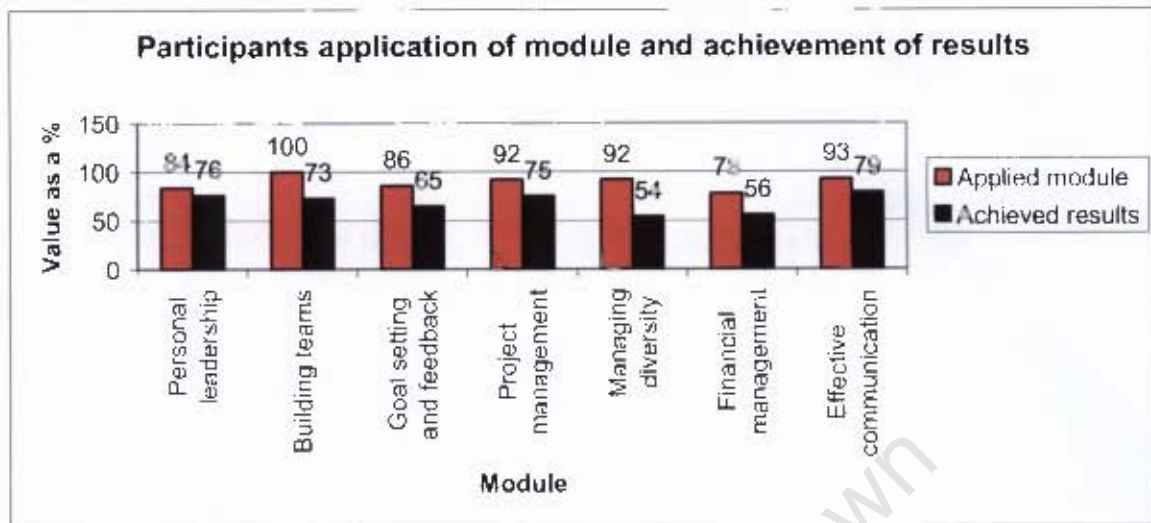


Figure 14: All modules results

A comparison of the different modules achievement of results when applied

The evaluator also compiled results of the modules that achieved results when applied. A comparison of the different modules was done so as to know which modules were applied the most (or least) results when applied. Results show that the *effective communication* module was applied the most in comparison to the other modules. This was followed by the *personal leadership* and then the *project management* module. The *Basic financial management* and *managing diversity* module were the modules in which few of the participants have applied the training had achieved worthwhile results (see results in Figure 15).

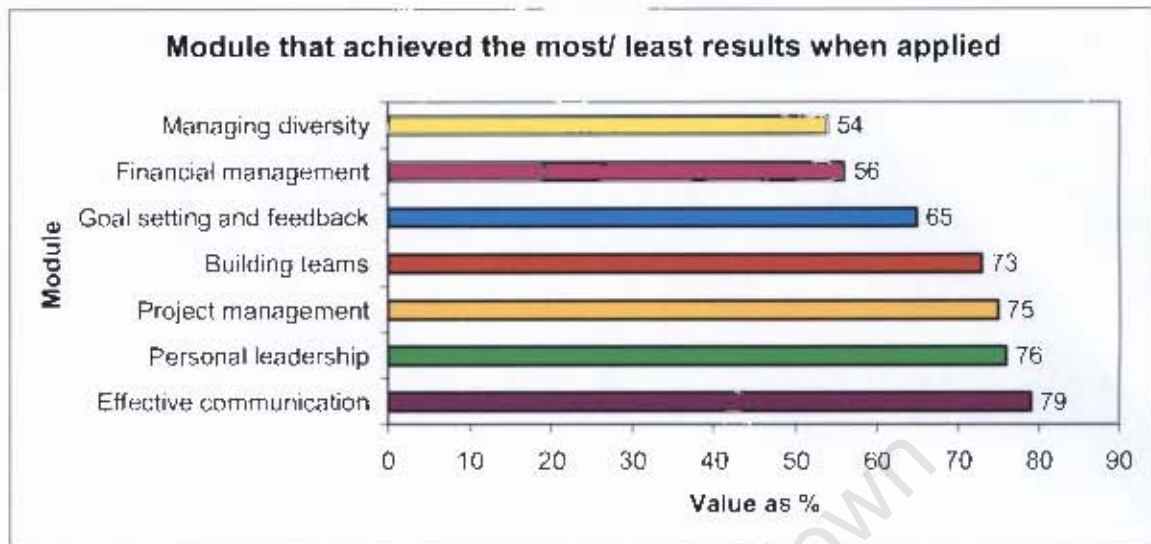


Figure 15: Comparison of modules that most or least achieved results

A comparison of participants that achieved results versus those that did not achieve results was done. Results show that the personal leadership and effective communication modules were the two modules that were applied and achieved worthwhile results. A few participants that applied the module did not achieve results. The managing diversity module achieved the least results upon application in comparison to the other modules. There were more participants that applied this module and did not achieve any results in comparison to other modules (see Figure 16).

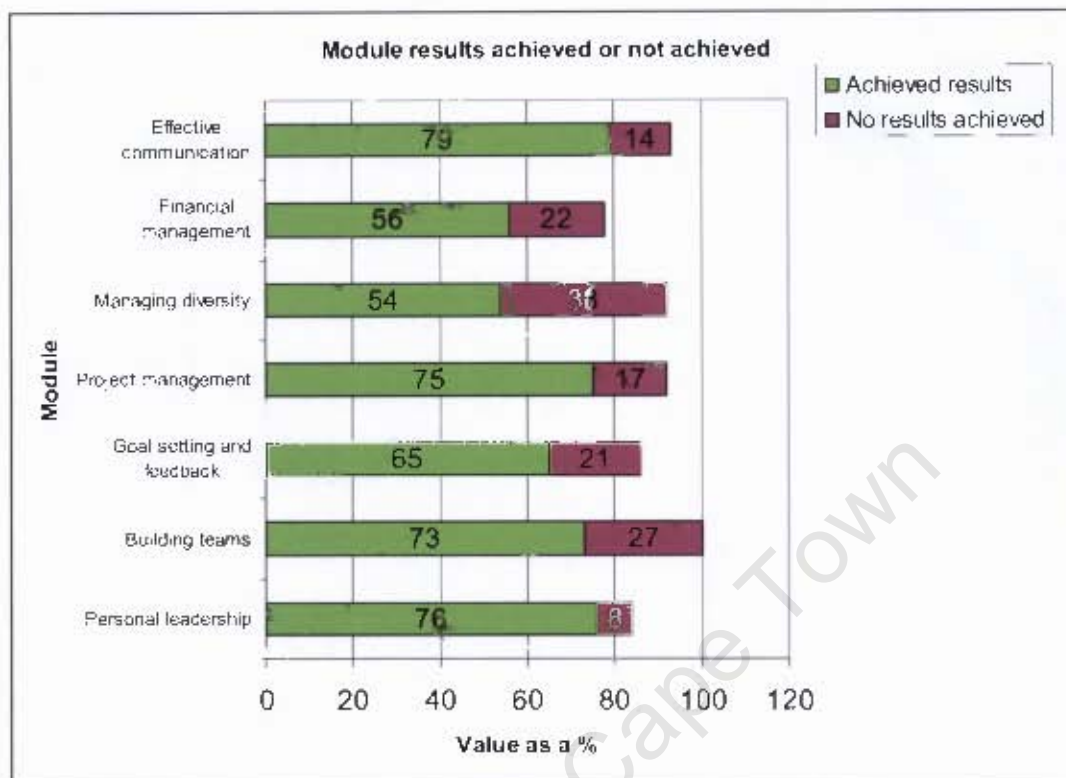


Figure 16. Module results achieved or not achieved

Findings 2: Qualitative results

This section presents information gathered from the interviews, which are the second phase of the SCM. The information presented was gathered using the questions that were fully elaborated on in Chapter One. For the success case these are:

- What was applied?
- What results were achieved?
- What good did it do for the organisation?
- What helped or what got in the way?
- Do you have any suggestions to further improve the programme?

The first questions 'what was applied' was answered in the first phase of the resumed discussion above.

What results were achieved?

Effective communication

The effective communication module was applied the most and achieved the most worthwhile results after being applied by the participants. This is noticeable in Figure 15. Some of the significant achievements interviewees mentioned were that the successful application of the effective communication was noticeable through the way which individuals communicated with other people in their departments after implementing and applying the skills and knowledge, establishing good and clear communication channels and creating policies and other individual results that will be elaborated on further in what follows.

All the participants that were interviewed on the application of the effective communication training mentioned that after the training they were better able to communicate with other people in their departments. One of the participants had this to say:

The training was really helpful as it help me to realise that communication is a two way process. It is not only about me as the manager, but it is also about how the other person perceives, receives and understands what I am talking about. Giving and receiving feedback in communication is also very important. After applying the effective communication principle, I realise that our department communicates better and we are more productive and everyone is happy with what they are doing.

One of the participants that manages the writing centre mentioned that the training made her realise that she needed to have a communication policy in her department. She works with students (part-time staff) and full-time members of staff. She mentions that despite of the fact that they are part time, they need to be aware and communicate at the same level with the full time staff. Creation of the policy has been very helpful, as her department is now better organised. The

students employed are more effective and necessary results are also achieved on time. She says:

The module (effective communication) was very helpful to me...considering the fact that I work with students. After knowing that there is a need to have policies for communication, I designed these for my department. This was very helpful and it made my work life easier with the students that I employ to work on a contract basis as they communicated at the same level with full time staff. .

All the participants interviewed valued the need for effective communication in their departments. After applying the module knowledge to their departments, there has been more production in their departments as the workers are clear with their tasks and procedures. Daft (2001) provides a definition of communication by leaders. The author mentions that communication should influence and motivate others that the leader is working with. This has been the situation with the participants that have been working with the middle manager at the writing centre. Communication was valued and has helped bring about change in the communication situation in the department. Communication is a need for leaders and enhances effective leadership among people. Communication will enhance personal leadership and the success of the department.

Personal leadership module

According to Yukl (1981) leadership has been discussed for a long time yet its definition has remained somewhat unclear. Second to the effective communication module, the personal leadership module was applied the most by the participants. This may be because leadership touches people's lives in one way or another (Yukl, 1981).

Results for the personal leadership module show that participants have achieved worthwhile results in their application of the training. Overall the training was beneficial to 76% of the participants as evident in figure 9.

Most of the participants that had applied the personal leadership training had achieved worthwhile results. This was confirmed by the success cases that were interviewed further. One of the participants had this to say:

After applying the training, I was a better leader...I got feedback from other people that I work with informally. They mentioned that I was a better leader than before. I am someone who had risen through the ranks, I had moved from junior to senior level positions. The feedback that I got was that I had continued to become a better leader.

A different participant mentioned that although he could not point out to any noticeable result achieved, he felt that he applied the knowledge and skills gained from the training and achieved results. The exact words of this participant were:

I can't really point out to anything that I have managed to apply as a result of the training, but it is in my gut feeling that I have achieved results because of the training.

In a different interview with one other participant, she mentioned that the training had not only helped her to become a better manager, but her leadership skills had improved significantly. She states:

This training was really worth it for me, not only have I become a better manager, but I have been able to position myself as a leader...I have developed a personal plan that I continuously use in my department.

This has allowed for the smooth and effective running of my department.

This same participant mentioned that she had managed to get respect from staff as a result of the good personal planning skills and ability obtained through the training. This participant mentioned that being clear with tasks that needed to be performed enhanced the respect from the participants. As mentioned:

Another additional aspect that has come by as a result of the training is that I learnt in the training that I had to plan. I realised that if one is clear with tasks then co-workers will see that you are organised and will respect you more which is a good thing.

The results gathered from the personal leadership module confirm that although there are many leadership theories, the most important component of leadership is influencing (Ivancevich & Matteson, 1996). According to Ivancevich & Matteson (1996) if an individual has meaningful influence it will mean that there will be an impact on the organisation and organisational relevant goals will be achieved as a result.

Building Teams

Teams are "...units of two or more people who interact and coordinate their work to accomplish a specific goal..." (Daft, 2001, p. 353). The use of teams has become common in the 21st century and is important to most organisations. If the team interacts and coordinates their work well, then it will mean that their goals are accomplished. This is evident in an interview with one participant who mentioned that tasks have been completed by the people in their departments after they had applied the knowledge and skills from the training.

Most of the participants mentioned that the ideas that they acquired from the training on building teams were useful. One of the middle managers that attended the training and continuously works with students on a contract and part

time basis mentioned that after applying the knowledge gained on this module, the work environment is “cosier” and students are working better together. There is effective team work in the department. Participants are more willing to share the knowledge that they have. She highlights:

The building teams module was a good module for me. Again considering the fact that most of the people that I work with are students on a part time contract. They can leave anytime if they get other jobs or felt like they are not managing studying and working at the same time. I learnt to build teams on a temporary and permanent basis: Teams for people working together for a short time and those for people working together for longer. With this I have ensured that there is safety among the workers and that the relationship among the teams ensured productivity in the department above all. This has been helpful I must say.

In a different interview the participant mentioned that because of the skill of building teams that she had developed from the training she was able to work with different individuals that had different complimentary skills. Through the application of the training she ensured working together and this resulted in a common goal being reached by the people that she works with. She has the following to say:

People worked together really well. If there is section which one is unable to complete the other members come in and help. I also aimed to deal with the issue of power and ranks in teams. Indeed this has worked well in the team.

The Building Teams module helped one of the participants to be able to lead the team, allocate and delegate tasks to the team members.

I think I have been able to allocate tasks more and tell people the objectives and tasks to be completed in teams.

Goal setting and feedback

Over half (65%) of the participants that attended the training had applied the module goal setting and feedback. One of the participants mentioned that the module helped her to groom, coach and give feedback to the people that she was working with.

One participant mentioned that this module had resulted in an effective department. Effectiveness was possible even with students working on a part time basis. As mentioned in the interview, the participant has the following to say:

This module has made my department more effective. People set goals for themselves, give themselves feedback and may get feedback from others as well. I have taught them how this is done. Even part time staff set their goals and can give each other feedback. I also have been able to assist them continuously by being their coach.

Basic Financial Management

Although most of the participants mentioned that they had knowledge of how they should be managing their finances even before the training, the training was helpful as it confirmed how they should be managing their personal finances and those of their departments. One of the participants mentioned that after applying the budget training concepts, the budgets she submitted on behalf of her department were approved more often than before.

A different participant mentioned an incident in which just after the training she went on to apply the managing the budget information that she had received through the training and how this had been very helpful and managed to get their budget approved. Two different participants had this to say:

A major challenge that we struggled with before the training was putting a budget together. Before I got the training, I struggled with budgets. It took more time for them to be approved. Sometimes they were sent back before they would be finally approved. Because of the training, our budgets are approved more without much query.

The training enhanced my skills of financial management. Our budgets are approved more often and we know what we are talking about and where the information is coming from.

Which modules have you applied the most/least?

Most of the participants that attended the training highlighted that they have applied the training sections that are more relevant to their departments. One of the participants working with exchange and international students mentioned that the Managing diversity module was the module that she had applied the most. She mentioned that she has used the information gathered from the training to make sure that the participants from diverse backgrounds get along with one another and there is no division or racism among the students. This part of the training applied more to her job and results achieved have been worthwhile.

The same participant mentioned that the feedback that she gathered from the people about how she is able to manage people from diverse backgrounds has been excellent. She had this to say:

For me the module that I applied more was the Building diversity module as I work more with students from diverse backgrounds and international students... with this module there has been reduced racism and no division among the students is evident.

Another participant who is Head of the Finance department mentioned that the module on managing personal finances (Basic financial management module)

was the module that he had applied the most. The reason for applying this more was also linked to the fact that he was working in the finance department and got the opportunity to apply this more.

There was one participant whose experience was different from the participants mentioned above. She had managed to apply all the modules equally. This participant mentioned that the reason why she had managed to apply all training modules was that she was a newly appointed manager and used the information that she got from the training to confirm her knowledge on how to be a better manager. She mentioned that she also used this information to help her in situations where she did not know how to manage her departments well. She said the following:

I can say that I have applied most of the modules either to confirm or to help me with my management practices.

Overall results achieved through the application of the modules

Most of the participants revealed that they had managed to become better managers as a result of the training. One of the participants mentioned that the training gave them insight into other people. Generally better management practices exist in their organisations/units after applying the knowledge and skills acquired from the training.

Another participant mentioned that the training had made them more confident in implementing tasks as required. It has also resulted in more production and achievement in her department.

Well I think that the training was really helpful to me considering that the fact that it was my first time working as a manager here. I learnt

about management and how I can be a manager in this setting. When I attended the training, I had just come into the higher education sector after being in industry. The training and discussions that we had with the other people in small groups and the discussion in the workshop was very helpful for me. Really I gained confidence in managing my department activities and functions. There is more production and achievement in my department because of my confidence in implementing tasks.

One of the participants mentioned that she is often invited to serve on other structures because of the managerial skills that she had developed and are applying ever since she attended the training. Another participant mentioned that the profile of their centre had been raised as a result of them being better managers as they had applied the training that they got. This has lead to their department to be involved in a number of the decision making structures at their universities.

Also one of the managers mentioned that there was reduced absenteeism as a result of the application of the training. There has been better communication with the people in the different departments. The participants had this to say:

I have been called on to be part of different other boards because of my exceptional skills gained through the training.

It's good to mention that our department had been involved in a lot of decision making at this university because the skills, knowledge and abilities that we have. These have been recognised valued and appreciated.

Has training resulted in a more productive organisational climate?

On being asked if the training has resulted in a more productive organisational climate, more than half of the participants either agreed or strongly agreed that the training had in fact resulted in a more productive organisational climate. Thirty five percent of the respondents remained neutral. Twelve percent of the respondents mentioned that they disagreed to fact that the training had resulted in a more productive organisational climate (see Figure 17).

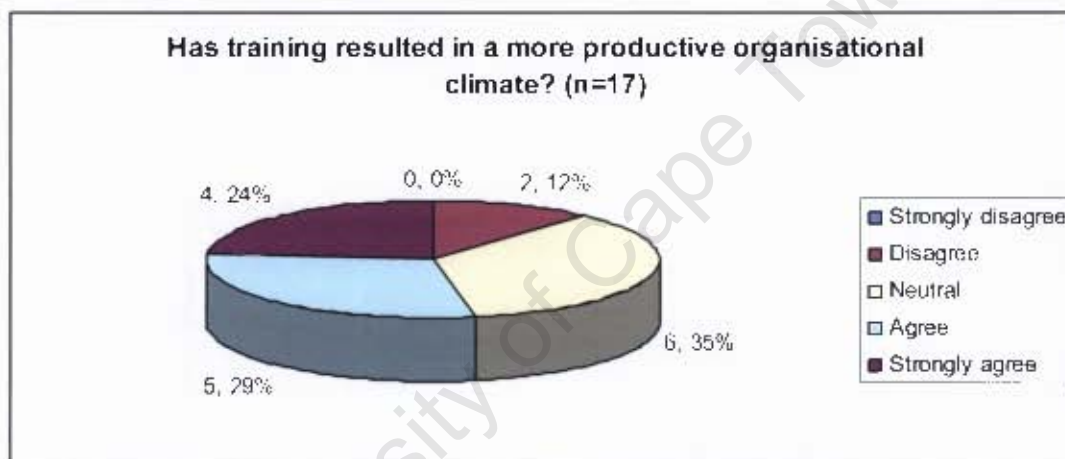


Figure 17. Training a more productive organisational climate

Impact is normally only noticeable after a period of time. The fact that the participants were asked this so shortly after completing the training programme makes it difficult for the evaluator to confirm that a more productive climate had been established. This will have to be empirically investigated if a definitive answer is to be sought. Having said this, it is a positive result.

Has training resulted in better management?

Slightly more than half (53%) of the respondents either agreed or strongly agreed that the training had resulted in them becoming better managers. These findings are similar to those of Spotanski and Carter (1993) whose research showed that most managers that attend training are better managers. Spotanski and Carter's research compared managers that had attended training and those that had not attended training. Though the context of the research is different the findings from this evaluation to some extent confirm that managers that attend training become better managers. Thirty five percent (35%) of the participants remained neutral (see figure 18). This result should be treated with caution as it is based on a self report measure (i.e. perception) which is affected by social desirability. Other raters may not agree with this perception held by the managers.



Figure 18: Training and change in organisational management.

Has training resulting more efficiency and effectiveness at the university?

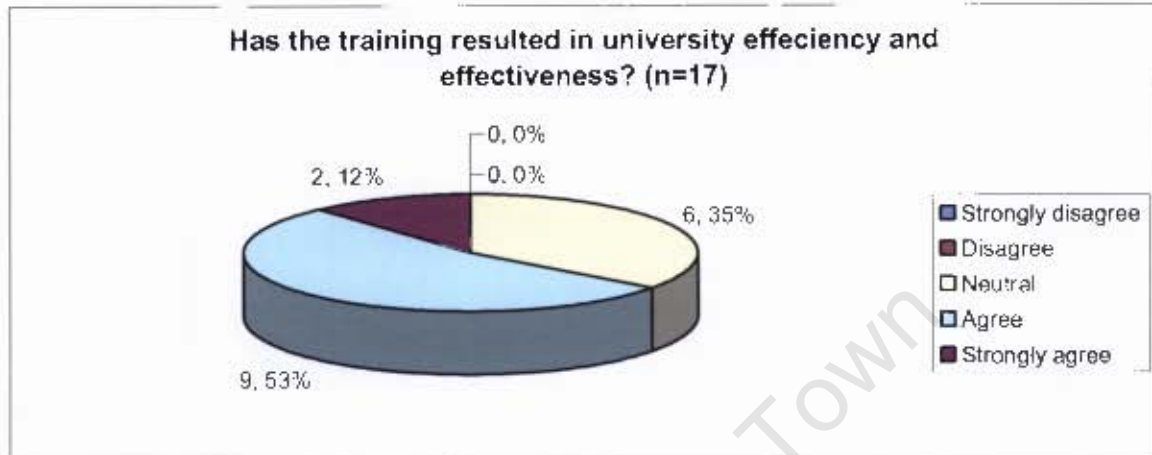


Figure 19: Training and change in university efficiency and effectiveness

Sixty five percent of the participants agreed or strongly agreed that the training had resulted in change in the efficiency and effectiveness of their universities. The remaining 35% remained neutral on this. According to Yukl (1981) leader effectiveness has been studied for a long time in the context of organisations and the concept has remained vague (Cameron & Wheetten, 1983). Leadership effectiveness includes outcomes such as

"...group performance, attainment of group goals, group survival, group growth, group preparedness, group capacity to deal with crises, subordinate satisfaction with leader, subordinate commitment to group goals, the psychological well being and development of group members and the leader's retention of his or her status and position in the group. The most commonly used measure of leadership is the extent to which leader's group performs task successfully and attains its goals..." (Yukl, 1981, p.5).

All the findings in this last section are based on self report and perceptions. The extent to which they are accurate and are not biased by social desirability cannot be confirmed. They are to some extent positive thought.

Social or environmental factors enhancing application of training

Most of the participants that applied the training mentioned that this was enhanced by the fact that they sought opportunities to do so. Some of their responses are quoted below:

There are no major environmental factors that I can mention as being helpful in the application of the training but I always sought opportunities to apply the training as I felt it was helpful.

I can say it had more to do with me taking initiative to apply the training to my department.

One participant reported a general willingness of subordinates to listen to instructions given as a major environmental factor that supported the application of the training. This was enhanced by the fact that the middle managers used the training in a strategic way. She had this to say:

There was buy in from the staff making it easy to apply the training that they received.

The fact that the middle managers were well prepared made it easy for the people to accept what they were telling them to do and to apply what they were learning.

One of the participants mentioned that another staff member from her department had attended the training. This made it easy for both of them to apply

the training as they supported each other and continuously referred to the training together. She says:

One of my workmates attended the training with me. This was very helpful as we gave each other ideas about how to implement the training.

According to Schwandt & Marquardt (2000) the transference of learning depends on the following:

- environmental factors,
- individual acts
- individual cognition
- organisational actions

In this evaluation it is evident that environment contributed to the transference of learning. The environment in this case is the other participant that also attended the training and was helping in the application of the training and the staff that were willing to listen when their manager would tell them what they should be doing.

The individual acts and cognition evident in this evaluation though opportunities sought by the participants to apply the training knowledge and skills of leadership and management. This theory confirms the finding of the research. The issue of the organisational context was not mentioned by any of the participants. Clarke (2002); Day (2000) and Olsen (1998) mention that social factors are a catalyst for the application of the training.

Barriers that hindered the successful application of the training

The results that are presented in this section relate to participants that were interviewed as non-success cases. They were asked the following questions which were elaborated on in Chapter One. These are:

- What barriers got in the way?
- Do you have any suggestions for further improvement?

One of the participants that attended the training and did not achieve worthwhile results mentioned the environment she worked in did not allow her to apply any of the training that she had learnt. Her job did not allow her to lead directly. She revealed:

I work in the library making me unable to apply any of the modules to my job. I did not see where the personal leadership module could be applied for example. Neither could I see where I could apply the goal setting module nor did the Basic financial management module in the context of my job in the library.

These finding are relevant to Sirianni & Frey (2001) who mention that the training may fail to be attached to situations in real life. The same participant also mentioned that she did not follow up to read on the material that she got from the training making it difficult apply the training. She had this to say:

I think this is also coupled with the fact that I did not go on to reread the material and see where I could have applied it. I attended the training for my personal development.

The findings of the participant that did not get anywhere to apply the training relate to the findings of Mabey (2000) who found that it may be difficult to apply training if there is no plan or if it is not integrated in the overall business strategy.

From the interview with the participant, it seems evident that this participant attended the training for career development purposes which has also been mentioned by Mabey (2000) and Hardacre and Keep (2003).

A different participant that has applied the training and had not achieved any worthwhile results mentioned that this was because he had gone on to apply the training to a project that was still running and hence had not got the opportunity to reflect on it yet since the project was only ending in December 2008.

Even after closely examining these barriers, it seems evident that the training could have been helpful to all the participants. However the barrier was the environment as one of the participant mentions that the environment did not allow the participant to apply the training. The other participant had not analysed the project yet and did not qualify to be a success case.

Suggestions made by the participants

As is part of the SCM, participants were also asked to suggest ways in which the training programme could be improved. Most participants suggested that there was a need for knowledge on how the training should be applied to their working environments. This will be a stepping stone to the application of the training. One of the participants suggested that the training should be specific to their jobs so that they are in a position to know what and how they should then go on to apply the training.

One participant mentioned that she had suffered from information overload after the training. She proposed that the training be conducted over more days and that less information is learnt on each day. Similar to this suggestion, but a more specific one, was the suggestion that the training should be offered for a week long and not be cramped in three days as it currently is. Relating to the length of the training, there was a participant who mentioned that the training was too long

and they would have wanted it to be offered on one day of each week as they cannot leave their responsibilities to other people.

There was a participant that mentioned the first semester is a busy one for her and she cannot take time off from work to attend the training. Her suggestion was that the training modules be offered more in the second semester. The second semester is not busy for her and can take time off to do this. The same participant also suggested that the training be conducted at the universities that the people are working at, so that she can always go back to see what is happening in her department during training. She mentioned that she had so many responsibilities and did not have anyone to delegate them to.

The evaluator suggests that the training should be offered during the short vacations and just before universities open for the year. This will ensure that the managers that are busy during the semester attend the training. Participants should be given examples on how they can apply the training to their environments during the training. It is suggested that the participants be asked where they think they can go on and apply the training knowledge and skills gained during training. If a participant fails to see where and how they can apply the training knowledge and skills to their environments the facilitator or other participants in the group may give suggestions.

Summary

This chapter has presented and discussed the results and findings of the training. Results have shown that the training has been a success. An overwhelming majority applied the training. Most of the participants that applied the training achieved results. The results achieved differed with the context that one is working in. There are some participants that felt that they had become better managers as a result of the training. The training enhanced university efficiency and effectiveness. It also has resulted in a more productive university climate.

This summary should have the same cautiousness in interpreting the self report results. The next chapter presents the limitations, recommendations and conclusions of the evaluation.

University of Cape Town

CHAPTER FOUR

LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the limitations of the evaluation and of the programme in relation to the evaluation. Conclusions and recommendations for future trainings and evaluations are also provided.

Usefulness of the SCM in this evaluation

In this evaluation the SCM has been very valuable. Through the SCM, information on the usefulness of the training was generated. The SCM has allowed for the generation of evidence that can be used for future evaluations. The SCM was quick and easy to use.

Questions that are asked generate relevant information to determine outcomes. The information that is generated in the interview phase shows evidence that is hard to argue against.

Since the SCM investigated the environmental and social factors that supported or hindered the training. Participants that attend future trainings can be alerted on the factors that support or hinder application of the training. CHEC will also know of the kind of support that the participants need to enhance application and achievement of results upon application of the training. Without doubt, the evaluator will recommend this method of evaluation to others.

Limitations

Limitations of the evaluation

Since this research has been conducted with middle managers that attended the training in 2006 only, the results cannot be generalised to a larger population. Even with the participants that attended the training in 2006, the fact that there

was a 23% response rate means that the research should not be generalised without any caution. However, this information may be useful to CHEC as they have gained knowledge on whether the training has been helpful or not. Insights have also been gathered into the environmental factors that support or inhibit the application of training.

After choosing potential participants that were to provide information on the application of the training, there is a success case applicant that mentioned that she was not interested in taking part in the evaluation. This lack of participation by a participant selected as a success case may affect the results as her information is not available on the application of the training.

The information on the application of the training provided by the participants cannot be confirmed and hence the extent to which this evaluation is a true reflection of what is happening cannot be confirmed because no evidence of a budget that was approved was provided for example to confirm the successful application of the financial management module in which the participant mentioned that the budget was approved.

Results generated using the SCM are based on self-report. Participants may answer positively to questions for social desirability. The extent to which results generated are based on social desirability cannot be investigated or verified. The SCM further cannot determine causal relationships.

The SCM investigates further on extreme cases. The most successful and the least successful applications are investigated. The score of the average participant is not investigated with the SCM.

Another limitation of the SCM is that it does not measure the impact and distal outcomes of the training. There is need for information to be gathered on the

impact and distal outcomes of the training as this is the ultimate aim of the training.

Limitations of the programme

This programme offered to middle managers has little documentation available for use. Therefore there was not much background information to the programme that could be provided. At times the evaluator was unable to get documentation from the stakeholders as the stakeholders were not sure of the amount of information that could be exposed to the evaluator.

Participants are allowed to attend the training on different modules over the year and they have an option to choose the modules that they want to attend. The evaluator tried to be systematic in choosing the modules to evaluate, but not all the modules evaluated had an equal number of participants. The information generated cannot be compared in numbers, but as a percentage. Although the method of evaluation used is called the 'Success Case Method' there is no definite measure of 'success' in the evaluation.

Conclusions

Conclusions1: What was implemented?

Most of the participants successfully applied the modules that were offered by CHEC. Of the participants that had successfully applied the training, most of them mentioned that they had applied the training that was relevant. For example the interviewee that works in the finance department had applied the Basic financial management module more. The manager who works with diverse and international students had applied the Managing diversity module more than the other modules.

The module that was implemented the most by the participants and achieved the most worthwhile results was the Effective communication module. This was followed closely by the personal leadership module. The Managing diversity and Basic financial management modules were least applied by the participants. These two modules achieved the least results when the participants tried to apply the training. Overall over 50% of the respondents had applied the training. Most of the participants had successfully applied the training that was relevant to their departments more.

Conclusion 2: What results were achieved and what good did it do to the organisation?

Most of the participants that successfully applied the knowledge and skills from the training mentioned that their departments were more efficient and effective than before. Some of the participants that applied the Effective communication module designed communication policies after training. This resulted in satisfaction among the other employees that they were working with in their departments.

Participants that applied the Personal leadership module mentioned that informal conversations that they had with their colleagues confirmed that they had managed to become better managers. One of the participants mentioned that they felt it that they had managed to become better managers after applying the training. With the building teams module most of the participants mentioned that that the teams in departments were better able to work together.

When the participants applied the knowledge and skills from the Basic financial management training, their budgets were approved more. Some of the participants mentioned that they were often invited to serve on other structures because of the knowledge and skills that they had developed from the training. Overall all the modules resulted in a more efficient, effective and more productive

organisational climate. Efficiency, effectiveness and a more productive climate could not be measured in this evaluation. The extent to which this finding are not based on social desirability and are true cannot be confirmed.

Conclusion 3: What helped or what got it the way?

Participants mentioned different environmental and social factors that enhanced the application of the training. These include:

- ❖ The environment allowing for them to seek opportunities to apply the training
- ❖ The subordinates that they were working with were willing to listen
- ❖ Attended training with another colleague who was supportive.

Conclusion 4: Barriers that hindered successful application of the training

The participants that were interviewed and had not applied the training mentioned different reasons for them failing to apply the training. These include the following reasons:

- ❖ Did not seek opportunity to apply the training.
- ❖ Did not see where the training would fit in the context of their job.

Summary of conclusions

Most of the participants that attended the training have applied it. The Effective communication and Personal leadership module have been applied the most by the participants. The training has been very useful to the participants and their institutions and should continue being offered to middle managers as this develops them and their departments. For the participants that have not applied the training, it was because they did not get a suitable environment to apply the training.

There are other environmental and social factors that allow for the application of the training. These include the support that one gets from the people that one is working with, the existence of a context in which the training can be applied and fact that the people that one is working with are willing to help with the application of the training.

Overall participants are happy with the training that CHEC offers them. There were suggestions and recommendations that the participants had in relation to the training. A major concern that most participants had was that the training should be offered for more days and on days in which they are not busy.

This programme has benefited middle managers that have been part of the training. It has provided them with knowledge and skill on leadership and management. Participants that had some knowledge of this the training enhanced the knowledge that they already had. It seems middle managers that attend the training are keen on enhancing effectiveness and efficiency. They also enjoy a productive university climate. The evaluator hopes that CHEC will continue to offer the programme, learn from the findings, suggestions, and recommendations from this evaluation.

Recommendations

From the participants

- ✓ Participants suggested that the training should alert the participants on training to their jobs.
- ✓ The training should be offered for more days and should finish early with a suggestion given of the training running from nine in the morning to three in the afternoon. As it is the training is offered on fewer days and this means that the information that the knowledge that the participants are to gain is compressed to fit the time. Participants feel that this is too much for them.

From the evaluator

- ✓ Outcome evaluation of the training programme needs to be done continuously after the training as this helps the CHEC to know how useful the training would have been to the participants. Phillip & Phillip (2001) mention that it should be part of the overall business strategy.
- ✓ More support should be given to the participants after the training when needed on how they should continuously apply the training to enhance their management skills. This may be helpful especially to the participants that do not know of where and how they can apply the training. Follow up after the programme contributes to the successful transfer of the training (Brinkerhoff, 1988; Clarke, 2002; Tach, 2002).
- ✓ The training that is provided to the middle managers should give case study examples that relate to their work environment. This will help participants to know of where and how they can apply the training

For future evaluations

- ✓ Evaluations that are conducted in future relating to this programme should have a follow up response process to ensure that a larger sample of the participants respond to the questionnaire. This will also increase the number of the people that will respond to the interviews. This will mean more information is generated on the success of the programme.
- ✓ If possible and if it not confidential in the department there is need for the evaluator to ask for the actual evidence relating to the result of the successful application of the training programme. For example if an individual says that they created policies after getting trained on this the policies should be provided as this will verify the findings generated.
- ✓ To have a definite measure of 'success'

REFERENCES

- Babbie, E., & Mouton, J. (2001). *The practice of social research*. Cape Town: Oxford University Press.
- Blanche, T.M., & Durrheim, K. (1999). *Research in Practice*. Cape Town: University of Cape Town Press.
- Brinkerhoff, R.O. (1988). An Integrated Evaluation Model for HRD. *Training and Development Journal*, 42(2), 66-68.
- Brinkerhoff, R.O. (1998). Clarifying and directing impact evaluation. In M. Brown & C. Seidner (Eds.), *Evaluating corporate training, Models and issues*. (pp. 141-166). New York: Springer.
- Brinkerhoff, R. (1998). Measuring Phase: Evaluating effectiveness of performance improvement projects. In Robinson D.G, & Robinson J.C. Eds. *Moving from training to performance. A practical Guidebook*. (pp. 147-175). San Francisco: Berrett-Koehler publishers.
- Brinkerhoff, R.O. (2003). *The Success Case Method: Find out quickly what's working and what's not*. San Francisco: Berrett-Koehler.
- Brinkerhoff, R.O. (2006a). Increasing impact of training investments: an evaluation strategy for building organisational learning capability. *Industrial and Commercial Training*, 38 (6), 302 – 307.
- Brinkerhoff, R.O. (2006b). Getting real about evaluation. *Training and Development Journal*, 60(5), 24-25.
- Cameron, K.S., & Whetten, D. A. (1983). *Organisational Effectiveness: A comparison of multiple models*. London: Academic Press.

- CHEC, (2001). *A compact to facilitate regional co – operation in Higher Education in the Western Cape*. Cape Town: CHEC pamphlet.
- CHEC, (2007). *Creating the leading age: Regional Management and Development Programme – For middle managers in the Western Cape*. Cape Town:CHEC pamphlet.
- CHEC online. (2008). *Website information*. Retrieved February 26, 2008, from <http://www.chec.ac.za/display.asp?id=47&linktype=1>.
- Clarke, N. (2002). Job/Work Environment Factors Influencing Training Transfer within a Human Service Agency. *International Journal of Training and Development*, 6(3),146-162.
- Connell, et. al., (2004). *Leadership Evaluation: An Impact Evaluation of a Leadership Development Programme*. Retrieved March 4, 2007, from <http://eprints.soton.ac.uk/14067/on> 4 March 2007.
- Daft, R.L. (2001). *The Leadership Experience* (2nd ed). Troy: Harcourt College Publishers.
- Day, D.V. (2000). Leadership Development: A Review in Context, *Leadership Quarterly*, 11(4), 581-613.
- Hardacre, J. E. & Keep, J. (2003). From Intent to Impact: Developing Clinical Leaders for Service Improvement. *Learning in Health and Social Care*, 2(3), 169-176.
- Holcomb, J. (1998). *Training evaluation made easy: Make your training worth every penny*. London: Kogan Page.

- Ivancevich, J. M. & Matteson, M. T. (1996). *Organisational Behaviour and Management* (4th ed) London: Irwin.
- Kellogg Foundation. (2002). *Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programs*. Battle Creek: Kellogg Foundation.
- Kusek, J. & Rist, R. (2004). *Ten steps to a results-based monitoring and evaluation system*. Washington, D.C.: The World Bank.
- Mabey, C., & Thomson, A. (2000). Management Development in the UK: A Provider and Participant Perspective, *International Journal of Training and Development*, 4(4), 272-286.
- Mabey, C. (2002). Mapping Management Development Practice, *Journal of Management Studies*, 39(8), 1139-1161.
- Olsen, J. H., Jr. (1998). The Evaluation and Enhancement of Training Transfer, *International Journal of Training and Development*, 2(1), 61-75.
- Phillips, P. P., & Phillips, J. J. (2001). Symposium on The Evaluation of Training, *International Journal of Training and Development*, 5(4), 240-247.
- Rossi, P., Lipsey, M.W., & Freeman, H.E. (2004). *Evaluation. A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.
- Shapiro, J. (1996). *Evaluation: Judgement day or management tool? A manual on planning for evaluation in a non profit organisation*. Durban:Olive publication.

- Schwandt, D.R., & Marquardt M.J. (2000). *Organisational Learning: From World Class Theories to Global Best Practices*. New York: St. Lucie Press.
- Sirianni, P. M. & Frey, B. A. (2001). Changing a Culture: Evaluation of a Leadership Development Program at Mellon Financial services, *International Journal of Training and Development*, 5(4), 290-298.
- Spotanski, D.R., & Carter, R.I. (1993). Self Evaluation of Leadership Practices and Behaviors Used by Department Executive Officers in Agricultural Education. *Journal of Agricultural education*, 34(3), 17-25.
- Tach, E. C. (2002). The Impact of Executive Coaching and 360 Feedback on Leadership Effectiveness. *Leadership and Organisational Development Journal*, 23(4), 205-214.
- Van Dyk P.S., Nel P.S., Van Z Loedolff. P., & Haasbroek.G.D. (2001). *Training management: A multidisciplinary approach to human resources development in Southern Africa*. Cape Town: Oxford University Press.
- Yukl, G.A. (1981). *Leadership in Organisations*. Englewood Cliffs, N.J: Prentice Hall.

APPENDIX A

THE QUESTIONNAIRE

Dear Sir/ Madam

My name is Gertrude Zvavanjanja and I am doing an evaluation of the professional development workshop that you attended, which was offered by CHEC. The aim of this evaluation is to investigate to what extent the training was successful and to draw on your experiences to improve the course

Please tick the most appropriate answer applicable to you. Responses to Question 1 depend on whether you did the module or not. Please feel free to state that you did not do the module. All information will be kept confidential

Thank you for your contribution.

Name of participant	
Gender	
Race	
Position in organization	
Number of years in position	
Institution	
Contact (we would appreciate if you provide us with your contact details as we may want to contact you later to gather further information)	

Question 1

1.1) I have used the tools/ approaches/insights presented in the Professional Development workshop for Personal Effectiveness (from the personal leadership module)

- a) Yes, with clearly positive results
- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

1.2) I have used the tools/ approaches/insights presented in the Professional Development workshop for building Teams

- a) Yes, with clearly positive results

- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

1.3) I have used the tools/ approaches/insights presented in the Professional Development workshop for Goal setting, feedback and coaching

- a) Yes, with clearly positive results
- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

1.4) I have used the tools/ approaches/insights presented in the Professional Development workshop for Project management

- a) Yes, with clearly positive results
- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

1.5) I have used the tools/ approaches/insights presented in the Professional Development workshop for managing diversity (Building on diversity module)

- a) Yes, with clearly positive results
- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

1.6) I have used the tools/ approaches/insights presented in the Professional Development workshop for Financial management (Basic Financial Management module)

- a) Yes, with clearly positive results
- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

1.7) I have used the tools/ approaches/insights presented in the Professional Development workshop for Effective communication

- a) Yes, with clearly positive results
- b) Yes, but I haven't experienced any discernible results yet
- c) Not yet, but I expect to
- d) I don't have any plans to do this
- e) I did not do this module

Question 2

Because of the professional development workshops, I have positively influenced my Organisation's climate

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

Question 3

Because of the professional development workshops, I am perceived by my subordinates to be a better manager than before

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

Question 4

Because I am applying the skills from the professional development workshop, my section/department is more efficient and effective than before

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

Thank you participating in this study!